

***Missouri
Annual Blind/Visually Impaired Literacy Study
December 2003***

Missouri Department of Elementary and Secondary Education
Division of Special Education

“Missouri Annual Blind/Visually Impaired Literacy Study”

December 2003

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PURPOSE:

The Missouri Department of Elementary and Secondary Education Division of Special Education, per Missouri Revised Statute 162.1136, conducts an annual study¹ of the educational status of eligible blind/visually impaired students and reports the findings to the Missouri Legislature on December 1st.

BACKGROUND:

The information contained in this report pertains to the literacy of eligible blind students. An “eligible student” is statutorily defined as “any blind or visually impaired child, including any student who has a visual acuity of 20/200 or less in the better eye with conventional correction, or has a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than twenty degrees (MoRs 162.1139), and who is eligible for special education services for the visually impaired as defined in the Department of Elementary and Secondary Education State Plan (MoRs 162.1136).” For the purposes of this report, “eligible student” is any student meeting the eligibility requirements for blindness in the Missouri State Plan for Special Education - Part B and does not include those who are partially sighted (for DESE/DSE eligibility definition of blind/visually impaired, see Appendix A – Missouri State Plan for Special Education).

DATA ELEMENTS:

Data Element 1: Methodology

Data provided in this study were collected from three sources – American Printing House, Inc. (APH) which collects data for the *Federal Quota Registration*, Missouri Department of Elementary and Secondary Education (DESE) which collects data on all students including students with disabilities, and Rehabilitative Services for the Blind (RSB) which provides services to eligible blind and visually impaired persons.

American Printing House (APH):

Data collected from APH for the *Federal Quota Registration* include students who are eligible to receive materials provided by the Federal Act to Promote the Education of the Blind (e.g. Braille, large print, audio). To be eligible for the Federal Quota Registration, students must meet the definition of blindness, i.e. “central visual acuity of 20/200 or less in the better eye with correcting glasses or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees.”

Data utilized from APH includes counts of students enrolled in any formally organized public, private, or non-profit educational program of less than college level by grade/level and by primary reading medium. The Federal Quota Registration school age categories include grades K-12, academic nongraded, vocational, and other registrants enrolled and having an Individual Education Plan (IEP) (see Appendix A-Federal Quota Registration Guidelines for descriptions). Further descriptive information beyond the scope of this report may be found at <http://www.aph.org/fedquotpgm/fedquota.htm>.

¹ Copies of previous studies for 2000, 2001, and 2002 may be obtained at <http://www.dese.state.mo.us/divspeced/Blind/literacy.html>

Missouri Department of Elementary and Secondary Education (DESE):

Data were utilized from the *Core Data Collection System*, DESE's web-based data collection system which is used to collect a variety of federal and state required educational information. The Core Data Collection System includes data concerning students' ages 0-21 with disabilities including students meeting the eligibility requirements for Blindness. These data include counts of students who are blind by age, school district, and placement (for further descriptive information, see <http://www.dese.state.mo.us/divimprove/coredata/CDcollect.html>).

Other required data were collected by the Division of Special Education via survey for school years 2001-2002 and 2002-2003. The Blind Literacy Survey collected information concerning the literacy level of students recorded by APH on the *Federal Quota Registration*. This survey yielded counts of Braille writers and Braille readers who no longer receive Braille reading and writing instruction.

Rehabilitative Services for the Blind (RSB):

Data utilized from RSB include counts of eligible blind students relative to transition planning services and referrals for services for school year 2002-2003. Further descriptive information beyond the scope of this report, may be found at <http://www.dss.state.mo.us/dfs/rehab/>.

Calculations:

The eligibility definition for the Federal Quota Registration contains similar language as the Missouri statutory definition (162.1130RsMO) and the Missouri State Plan for Special Education (see Appendix A). However, reporting requirements for APH and DESE Core Data vary thus yielding different counts. The primary variances are as follows:

- DESE Core Data counts are collected annually on December 1 on the basis of blindness as the primary handicapping condition.
- APH Federal Quota Registration counts are collected annually on the first Monday in January on the basis of blindness alone or with other handicapping conditions with no primary handicap designated.

In order to ensure validity given these variances, data from APH and DESE Core Data are not combined for statistical calculation, and data sources are notated on all tables and charts.

Data Element 2: The percentage of eligible students in the study who read Braille, print, or large print.

Blind/Visually Impaired Eligible Students Percentage by Primary Reading Medium School Age (5K to 21)								
Primary Reading Media	School Year							
	1999-2000		2000-2001		2001-2002		2002-2003	
	#	%	#	%	#	%	#	%
Braille Readers	104	14.9%	98	14.1%	106	15.2%	103	15.3%
Visual Readers	243	34.7%	248	35.7%	238	34.2%	235	35.0%
Auditory Readers	32	4.6%	31	4.5%	34	4.9%	29	4.3%
Prereaders	45	6.4%	53	7.6%	55	7.9%	72	10.7%
Nonreaders	276	39.4%	265	38.1%	263	37.8%	233	34.7%
Total School Age	700	100.0%	695	100.0%	696	100.0%	672	100.0%

Data Source: Data as of 09/16/03 from American Printing House Services, Inc. for Federal Quota Registration. Percentage of Readers = (Number in Primary Reading Media/Number of Eligible Students) x 100.

Primary Reading Media Definitions (APH):

- **Braille Readers** - Students primarily using Braille in their studies.
- **Visual Readers** - Students primarily using print in their studies.
- **Auditory Readers** - Students primarily using a reader or auditory materials in their studies.
- **Prereaders** - Students working on or toward a readiness level; older students with reading potential.
- **Nonreaders** - Nonreading students; students who show no reading potential; students who do not fall into any of the above categories

Findings:

The percentage and the number of Braille and visual readers have remained consistent over the past four successive school years (1999-2000 to 2002-2003); however, the percent of non-readers has decreased.

Data Element 3: The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in RsMo section 162.1130.

DESE Core Data												
Number of Blind/Visually Impaired Eligible Students Meeting Definition												
	1999-2000*			2000-2001*			2001-2002			2002-2003		
	Local School Districts	MSB	Total Public School	Local School Districts	MSB	Total Public School	Local School Districts	MSB	Total Public School	Local School Districts	MSB	Total Public School
Total Early Childhood (Ages 0 to PreK5)	NA	NA	NA	NA	NA	NA	14	NA	14	10	NA	10
Total School Age (Ages 5K to 21)	159	108	267	135	119	254	148	125	273	160	119	279
TOTAL	159	108	267	135	119	254	162	125	287	170	119	289

Data Source: Data as of 09/10/03 from Screen 11 of Core Data of Missouri Department of Elementary and Secondary Education Core Data Collection System.

Total Early Childhood is not applicable to MSB which serves students age 5K and older.

*Prior to School Year 2001-2002, counts of early childhood students were not reported by disability category.

APH Federal Quota Registration												
Number of Blind/Visually Impaired Eligible Students Meeting Definition												
	1999-2000			2000-2001			2001-2002			2002-2003		
	Other Schools	MSB	Total	Other Schools	MSB	Total	Other Schools	MSB	Total	Other Schools	MSB	Total
Total Infants and Preschool	230	0	230	241	4	245	231	5	236	231	2	233
Total School Age (Ages 5K to 21)	595	105	700	589	106	695	581	115	696	566	106	672
TOTAL	825	105	930	830	110	940	812	120	932	797	108	905

Data Source: Data as of 09/16/03 from American Printing House Services, Inc. for Federal Quota Registration. APH Federal Quota Registration counts may include students' age 5K in MSB's preschool category.

Findings:

The number of blind/visually impaired eligible students educated in Missouri public schools has remained consistent over the past four successive school years (1999-2000 to 2002-2003).

The number of blind/visually impaired eligible students educated in Missouri School for the Blind has remained consistent over the past four successive school years (1999-2000 to 2002-2003).

Data Element 4: The number of students currently reading Braille, large print, and standard print.

Blind/Visually Impaired Eligible Students Number of Braille and Visual Readers by Grade/Level												
Grade or Level	1999-2000			2000-2001			2001-2002			2002-2003		
	Braille Readers	Visual Readers	Total	Braille Readers	Visual Readers	Total	Braille Readers	Visual Readers	Total	Braille Readers	Visual Readers	Total
Academic Nongraded	1	15	16	3	14	17	2	5	7	8	7	15
K	5	9	14	6	8	14	5	6	11	3	12	15
1	6	11	17	4	13	17	6	16	22	5	10	15
2	7	10	17	4	10	14	9	14	23	5	18	23
3	13	12	25	11	12	23	5	13	18	6	17	23
4	10	17	27	10	15	25	9	10	19	6	16	22
5	7	18	25	8	15	23	11	16	27	6	12	18
6	10	22	32	5	17	22	8	13	21	9	14	23
7	10	21	31	11	23	34	5	18	23	6	13	19
8	10	18	28	7	23	30	9	22	31	7	20	27
9	9	23	32	10	17	27	8	19	27	11	23	34
10	3	23	26	9	22	31	14	19	33	9	17	26
11	4	19	23	4	24	28	7	25	32	10	18	28
12	4	18	22	2	22	24	4	25	29	6	24	30
Other Registrants	5	7	12	4	12	16	4	16	20	6	13	19
Vocational	0	0	0	0	1	1	0	1	1	0	1	1
Total	104	243	347	98	248	346	106	238	344	103	235	338
Percent of Total	30.0%	70.0%	100.0%	28.3%	71.7%	100.0%	30.8%	69.2%	100.0%	30.5%	69.5%	100.0%

Data Source: Data as of 09/16/03 from American Printing House Services, Inc. for Federal Quota Registration.

Findings:

The number of Braille and visual readers has remained consistent over the past four successive school years (1999-2000 to 2002-2003).

Data Element 5: The number of Braille-reading students who no longer receive any instruction in Braille reading and writing but do receive materials in Braille and Braille-related services.

Blind/Visually Impaired Eligible Students Number of Braille Readers Receiving Braille and Related Services Materials Not Receiving Braille Reading/Writing Instruction			
School Year	Number of Students	Total Braille Readers	Percent of Total Braille Readers
2001-2002	20	106	18.9%
2002-2003	23	103	22.3%

Data Sources: Number of Braille Readers (no instruction) from Blind Literacy Survey 2002 and 2003 from Missouri Department of Elementary and Secondary Education. Percentage of Readers = Number of Braille Readers (no instruction)/Total Number of Braille Readers. Total Number of Braille Readers from American Printing House Services, Inc. for Federal Quota Registration as of 09/16/03.

Findings:

The number of Braille Readers receiving Braille and related services materials and not receiving Braille reading or writing instruction increased slightly from 2001-2002 to 2002-2003.

Data Element 6: The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the State of Missouri.

Number of Teachers Certified in Blind/Partially Sighted Employed in Missouri Public Schools			
School Year	Local School Districts	MSB	TOTAL
1999-2000	106	12	118
2000-2001	100	15	115
2001-2002	95	17	112
2002-2003	98	17	115

Data Source: Data as of 11/13/03 from Core Data and Certification from Missouri Department of Elementary and Secondary Education.

Findings:

The number of certified blind/partially sighted teachers employed has remained consistent over the past four successive school years (1999-2000 to 2002-2003).

Data Element 7: The number of eligible students who use a slate and stylus and /or other devices in writing Braille.

Blind/Visually Impaired Eligible Students Number Using Slate/Stylus or Other Device in Writing Braille			
School Year	Number of Students	Total Braille and Visual Readers	Percent of Total Braille and Visual Readers
2001-2002	183	344	53.2%
2002-2003	162	338	47.9%

Data Sources: Number of Writers from Blind Literacy Survey 2002 and 2003 from Missouri Department of Elementary and Secondary Education. Percentage of Writers = Number of Writers/Total Number of Braille and Visual Readers. Number of Braille and Visual Readers from American Printing House Services, Inc. for Federal Quota Registration as of 09/16/03.

Findings:

The number of eligible students who use a slate/stylus or other writing devices in writing Braille has decreased slightly from 2001-2002 to 2002-2003.

Data Element 8: The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility.²

School Year 2002-2003:

Blind/Visually Impaired Eligible Students Number of School Age (5K-21+) Placements by Age 2002-2003											
Age	LOCAL SCHOOL DISTRICT PLACEMENTS									MSB	TOTALS
	Outside Regular Class <21%	Outside Regular Class 21% to 60%	Outside Regular Class >60%	Private Separate Day Facility	Public Separate Day Facility	Homebound /Hospital	Private Residential Facility	Public Residential Facility	Total Other Schools	Total MSB	
5K	3	2	0	2	0	1	0	0	8	4	12
6	5	2	0	0	0	0	0	0	7	6	13
7	7	2	1	1	1	0	0	0	12	6	18
8	8	3	1	0	0	0	0	0	12	4	16
9	5	5	1	0	0	0	0	0	11	1	12
10	4	1	1	0	0	0	0	0	6	5	11
11	1	1	3	0	0	0	0	0	5	8	13
12	7	6	1	0	0	0	0	0	14	4	18
13	10	2	4	0	0	0	0	0	16	8	24
14	5	8	0	0	0	0	0	0	13	2	15
15	8	2	1	0	0	0	0	0	11	17	28
16	8	2	2	0	0	0	0	0	12	8	20
17	15	2	1	0	1	0	1	0	20	16	36
18	3	2	2	0	0	1	0	0	8	8	16
19	1	3	0	0	0	0	0	0	4	8	12
20	0	0	0	0	0	1	0	0	1	11	12
21+	0	0	0	0	0	0	0	0	0	3	3
TOTAL SCHOOL AGE	90	43	18	3	2	3	1	0	160	119	279
Percent of Total	32.3%	15.4%	6.5%	1.1%	0.7%	1.1%	0.4%	0.0%	57.3%	42.7%	100.0%

Data Source: Data as of 09/10/03 from Screen 11 of Core Data from Missouri Department of Elementary and Secondary Education Core Data Collection System.

² Placement categories are designated as follows : General classroom = Outside Regular Class <21%
Itinerant or Resource = Outside Regular Class 21% to 60%
Self-Contained = Outside Regular Class >60%

(Continued on next page)

Data Element 8: The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility (CONTINUED FROM PREVIOUS PAGE).

Blind/Visually Impaired Eligible Students Number of School Age (5K-21+) Placements by Age								
Placement	1999-2000		2000-2001		2001-2002		2002-2003	
	#	%	#	%	#	%	#	%
Local School District Placements								
Outside Regular Class <21%	89	33.3%	72	28.3%	82	30.0%	90	32.3%
Outside Regular Class 21% to 60%	44	16.5%	40	15.7%	42	15.4%	43	15.4%
Outside Regular Class >60%	15	5.6%	18	7.1%	15	5.5%	18	6.5%
Private Separate Day Facility	2	0.7%	1	0.4%	2	0.7%	3	1.1%
Public Separate Day Facility	1	0.4%	1	0.4%	2	0.7%	2	0.7%
Homebound/Hospital	2	0.7%	2	0.8%	2	0.7%	3	1.1%
Private Residential Facility	0	0.0%	1	0.4%	2	0.7%	1	0.4%
Public Residential Facility	6	2.2%	0	0.0%	1	0.4%	0	0.0%
Total Local School District Placements	159	59.6%	135	53.1%	148	54.2%	160	57.3%
Total MSB	108	40.4%	119	46.9%	125	45.8%	119	42.7%
TOTAL	267	100.0%	254	100.0%	273	100.0%	279	100.0%

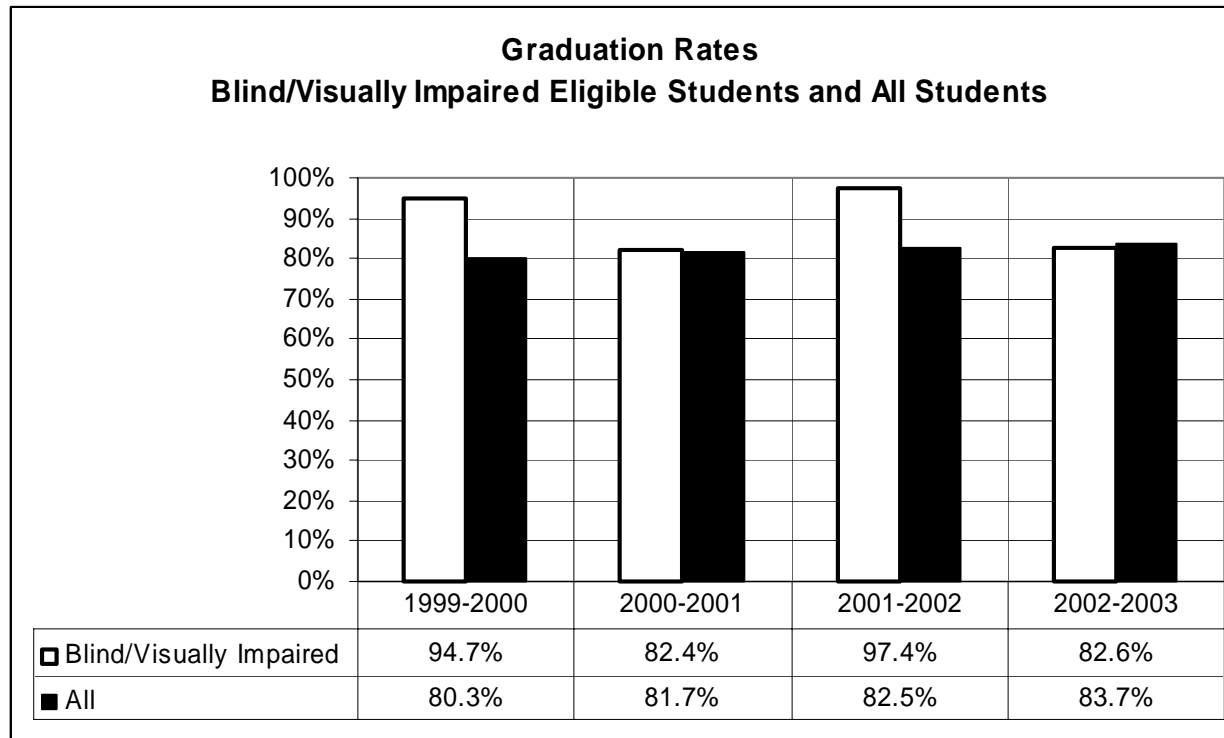
Data Source: Data as of 09/10/03 from Screen 11 of Core Data from Missouri Department of Elementary and Secondary Education Core Data Collection System.

Findings:

The number of blind/visually impaired eligible students educated in the continuum of placements within Missouri public schools has remained consistent over the past four successive school years (1999-2000 to 2002-2003).

Data Element 9: The graduation rate of eligible students compared to those students who are not disabled.

Since the total sum of blind/visually impaired graduates and dropouts is typically less than 40 students statewide, graduation rates tend to vary significantly from year to year, i.e. the addition of one dropout can cause the graduation rate to drop significantly. Therefore, when comparing trends in blind/visually impaired graduation rates this factor should be taken into consideration.



Blind/Visually Impaired Eligible Students				
	1999-2000	2000-2001	2001-2002	2002-2003
Number of Graduates	18	28	38	19
Total Dropouts*	1	6	1	4
Total	19	34	39	23

*Total Dropouts include received certificate; reached maximum age; moved, not known to be continuing; and dropped out. See Appendix C- Special Education Dropout Categories for descriptions.

Data Source: Data as of 09/11/03 from Missouri Department of Elementary and Secondary Education Core Data Collection System. Graduation Rate=Number of Graduates/(Number of Graduates + Total Dropouts) x 100

Findings:

The graduation rate for blind/visually impaired eligible students has generally exceeded the graduation rate for all students in Missouri public schools over the past four successive school years (1999-2000 to 2002-2003)

Data Element 10: The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.

Blind/Visually Impaired Eligible Students Number Who Have Reached Maximum Age	
School Year	Number
1999-2000	0
2000-2001	0
2001-2002	0
2002-2003	1

Data Source: Data as 09/11/03 from Screen 12 of Core Data from Missouri Department of Elementary and Secondary Education Core Data Collection System.

Findings:

The number of blind/visually impaired eligible students not meeting graduation requirements but terminated from formal education having reached age twenty-one is negligible with only one student over the past four successive school years 1999-2000 to 2002-2003.

Data Element 11: The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP. Please note - vocational rehabilitative services to the blind are provided by Rehabilitative Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation.

Cooperative IEP Transition Planning Services from Rehabilitative Services for the Blind 2002-2003	
Number of Student Recipients	33

Data Source: Data as of 11/12/03 from Rehabilitative Services for the Blind (RSB).

Findings:

A relatively low number of students received transition planning services with the cooperation of RSB as part of their IEP for school year 2002-2003.

Data Element 12: The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation. Please note - vocational rehabilitative services to the blind are provided by Rehabilitative Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation.

Referrals to Rehabilitative Services for the Blind 2002-2003	
Number of Students Referred	103

Data Source: Data as of 11/12/03 from Rehabilitative Services for the Blind (RSB).

Findings:

The number of students referred to RSB for vocational services upon graduation from high school for school year 2002-2003 appears high in comparison to the number of students eligible for referral. Students become eligible for vocational rehabilitation services from RSB upon graduation from high school.

APPENDICES

APPENDIX A - Missouri Division State Plan for Special Education (Part B) – Definition

Visual Impairment/Blindness Definition

Visual Impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Criteria for Initial Determination of Eligibility

A child displays a Visual Impairment when:

- A. a visual impairment or a progressive vision loss has been diagnosed by an optometrist or ophthalmologist;
- B. visual acuity has been determined to be:
 - 1) for visual impairment, of 20/70 to 20/200 in the better eye with best correction by glasses;
 - 2) for blindness, of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20° or less.
- C. the visual impairment adversely affects the child's educational performance.

APPENDIX B - Federal Quota Registration Guidelines:³

Instructions 2003 Federal Quota Registration Enrollment “As of” Date: Monday, January 6, 2003 Deadline for return of form: February 3, 2003

Statement of Confidentiality

All personally identifiable data collected for this census
shall be considered confidential and treated as such.

To be eligible for registration in the Federal Quota Program, students ***must*** meet the following criteria, as outlined in the **Act to Promote the Education of the Blind**:

- Meet the definition of legal blindness:

“central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees”
- Be enrolled in a formally organized public or private (nonprofit) educational program of less than college level
- Be enrolled with the registering school or agency on Monday, January 6, 2003

The educational programs providing services to these students can include public, private, and parochial schools.

Eligible infants, preschool children, and homebound students can be registered if they are enrolled in a formally organized, regularly scheduled educational or training program, and have a written education plan.

The following documents for each registered student must be on file with the local agency or school in the event that an audit requires evidence of the student's educational program or visual acuity. Do **not** submit these to APH **nor** to the APH Materials Center.

³ Compiled and distributed statewide to schools by Missouri School for the Blind for APH for Federal Quota Registration as outlined by APH per federal requirements (see <http://www.aph.org/fedquotpgm/fedquota.htm>).

- **Written Education Plan** to verify the student is in a formally organized educational program
- **Current Eye Report** within three years by an ophthalmologist or optometrist
New for 2003: A report from a neurologist is acceptable for students classified as “Functions at the Definition of Blindness” – see page 4.
Exemption from the current eye report regulation:
Students with proven non-changing eye conditions, such as bilateral enucleations, anophthalmos, or other conditions determined immutable.

Information to be Reported (Keyed to columns on the Registration form)

Name of Student (List Alphabetically)

Print or type the student’s full name in this order: **Last Name, First Name.**

Include whole first name, not just an initial. Do not include middle name or initial.

Date of Birth

Give the student’s birthdate using numbers in this order: **Month-Day-EntireYear**

Example: **11-23-1992**

Name of District or Agency in Which Student is Enrolled

- For students attending **Public Schools**, insert the name of the school **district** in which the student is enrolled. (Please use the district name as listed in the Missouri School Directory index.)
- For students attending **Private or Parochial Schools or Rehabilitation Centers**, insert the name of the school or agency in which the student is receiving the majority of educational services, not the school district of residence.

Grade Placement

There is **NO chronological age limit** for eligibility. However, federal law limits registration to students working at less than college level. Insert the appropriate reporting code from the choices below and on page three.

Reporting Codes and Grade Placement Categories

Preschool and School Age Students:

[This is NOT to include any eligible participants OVER 21 years of age.]

Reporting Code	Definition of Student Placement Categories
IP	Infants: Children of preschool age served by infant programs
PS	Preschool Students: Children of preschool age served by preschool programs
KG	Kindergarten Students: Children enrolled in kindergarten classes
Choose a code: 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	Students of School Age: Determined by state law, in regular academic grades 1 through 12. Please indicate grade placement by using one of the numerals 01 through 12.
AN	Academic Nongraded: Students of school age, as determined by state law, who are working to establish grade placement in an academic program (e.g., students who are working to acquire skills necessary for placement in a regular grade)

Reporting Codes continue on next page ...

Reporting Codes and Grade Placement Categories (continued from previous page)

Preschool and School Age Students (continued from previous page):

[This is NOT to include any eligible participants OVER 21 years of age.]

Reporting Code	Definition of Student Placement Categories
VO	Vocational Students: Students of school age, as determined by state law, who are in vocational training (e.g., students enrolled in a program which is designed to lead to independent employment) <i>This does NOT include multihandicapped students in prevocational programs or classes.</i>
PG	Post-graduate Students: Students of school age, as determined by state law, in post-graduate high school programs, studying at less than college level
OR	Other Registrants: Students of school age, as determined by state law, who do not fall into any of the above placements (e.g., students in prevocational and other classes for <i>nonacademic</i> students)

APPENDIX C: MO-DESE Special Education Placement and Dropout Categories:

SPECIAL EDUCATION PLACEMENT CATEGORIES (Descriptions for Screen 11 of Core Data Collection System)

Public Schools - School Age Placement Categories (Ages 5K-22)

Outside Regular Class less than 21 percent of day (This includes the service delivery models of Class within a Class, Regular Curriculum with Modifications, and Parallel Curriculum) - Children with disabilities who receive special education and related services outside the regular classroom for less than 21 percent of the school day. **Note:** This could include students with disabilities placed in an alternative school program with non-disabled peers.

Outside Regular Class at least 21 percent / No more than 60 percent - Children with disabilities who receive all of their special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. **Note:** This could include students with disabilities placed in an alternative school program with non-disabled peers.

Outside Regular Class more than 60 percent of day - Children with disabilities who receive all of their special education and related services outside the regular classroom for more than 60 percent of the school day. This category does not include children who received education programs in public or private separate day or residential facilities. **Note:** This could include students with disabilities placed in an alternative school program with non-disabled peers.

State Operated Separate School - This includes residential and day programs operated by the State Board of Education (School for the Blind, School for the Deaf, and State Schools for the Severely Handicapped). Also include in this category any students that are currently being served under homebound or at a private agency through a state school.

Private Separate (Day) Facility - Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other than a parochial school. This includes those approved private agencies with whom districts contract to provide special education services to students within their district.

Public Separate (Day) Facility - Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by a public school. This *does not* include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

(Continued on next page)

Homebound/Hospital - Due to student's illness, medically fragile condition, or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

Private Residential Facility - Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities, who are placed by the **public school IEP** team. This *does not* include students living in private residential facilities but attending public schools.

Public Residential Facility or Not-for Profit Residential Facility - Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public residential facilities or not-for-profit residential facilities. Public residential facilities or not-for-profit facilities provide educational programs for students **placed by** the Department of Mental Health, the Division of Youth Services, the Department of Family Services, or the Missouri juvenile court system. The educational program is provided within the facilities. Examples of public residential facilities include the Habilitation Centers at Higginsville, Marshall and St. Louis; the Comprehensive Psychiatric Services provided at St. Joseph and Fulton; or Youth Centers provided by the Division of Youth Services. Examples of not-for-profit residential facilities include Butterfield Youth Services or Boys Town/Girls Town, but do not include placements made by the public school IEP team.

SPECIAL EDUCATION DROPOUT CATEGORIES **(Descriptions for Screen 12 of the Core Data Collection System)**

Dropout Categories (Ages 14-22)

***Received a Certificate** – Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who **reached age 21** or otherwise terminated their education and who have met the district's attendance requirements.

***Reached Maximum Age** – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and **did not** receive a diploma **or** certificate of attendance.

***Moved, Not Known to be Continuing** – Students with disabilities who have moved out of the district and are not known to be continuing in any type of educational program (i.e., no records request from another educational program).

***Dropped Out** – Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through any of the other categories. This includes dropouts, runaways, expulsions, GED recipients, and status unknown.

* These Exit categories are combined for dropout calculations.